

Attempting to Increase the Learning Motivation of Grade X Students in Writing Expository Text Through Small Group Discussion Method Using Color Picture Media

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Abstract. This research aims to increase the learning motivation of Class The population of this research was all class X SMA N 1 Padang Tualang, totaling 286 students, the sample for this research was 94 students. The instrument used in this research was an official letter text writing test. This research is classroom action research. The results of the research show that it can be seen that the highest score achieved by students in the ability to write expository texts before using colored picture learning media (pre-test) was 79 and the lowest score was 50 in the very poor category, while the highest score achieved by students was in the ability to write expository texts after using the media. color picture learning is 98 and the lowest score is 88 in the very good category.

Keywords: color pictures, writing skills, expository text

I. INTRODUCTION

Education is one of the tools to change the behavior of the human mindset from not knowing to knowing, from being unable to become able, and from not having skills to having skills. Education in elementary schools in learners who have benefits in accordance with the level of development and prepare to follow education in higher level schools.

Learning is a complex process that occurs in every individual throughout his life. The learning process occurs because of the interaction between a person and their environment. Therefore, learning can occur at any time. One sign that someone has learned can be characterized by a change in attitude that occurs in that person which may be caused by a change in the level of change at the level of knowledge, skills, or attitudes.

Related to the purpose of providing basic skills, the Indonesian language learning process is also expected that students have the skills to be able to use Indonesian properly and correctly. In the learning process, the teacher plays an important role, meaning that the teacher is in charge and responsible for planning and implementing learning. Professional teachers are able to convey the theory appropriately and have what methods will be used in learning. Teachers must also be able to create a comfortable learning atmosphere and teachers can invite students to be active in participating in learning.

In Indonesian, language skills include four aspects, namely, listening skills, speaking skills, reading skills and writing skills (St. Y Slamet, 2008, 57). Reading skills and writing skills are activities that complement each other. Writing will not be done well without reading activities.

Language is a communication tool used by every individual in daily life. Language is also associated as an utterance produced by the human speech apparatus as an arbitrary sound symbol (already agreed) and reading is an indirect communication. Listening (listening) and reading are passive mastery while speaking and writing have a very high position compared to other language skills.

Writing skills must be mastered by children as early as possible in their lives, writing skills as one of the four language skills that are very important in human life. By writing freely, basically the four skills never stand alone, but each other is interrelated and mutually determinant. Writing does require time, energy, thoughts and feelings.

The lack of students' language skills is caused by writing lessons that have not been implemented properly in schools. The weakness may lie in the teacher's method which is less varied, less tidal and less frequent, which causes less time in discussing writing theories. Teachers do not discuss and assess student writing. Students think that writing is not important or do not know the role of writing in continuing their studies.

At this time, there are still many teachers who deliver learning materials without using media. Even if they use media, they only use a blackboard to write teaching materials, mind mapping, concept maps, and textbooks. Therefore, the author draws the conclusion that if a teacher constantly uses media such as mind mapping, concept maps and even only relies on textbooks in Indonesian language material, then learning will seem monotonous. And this becomes one of the problems in student failure in learning.

Picture media is the most commonly used media. That's because students like writing rather than pictures, especially when creating and presenting pictures according to good needs.

images according to good needs certainly add to the enthusiasm of students to take part in learning.

Image media are all visually executed transmitting images into two-dimensional form or various ideas such as paintings, portraits, slides, movies, tapes, opaque projectors 2) The image carrier is the most commonly used means is a common conversation that can be understood and enjoyed anywhere. 3) Image carriers are objects and landscapes in terms of shape, appearance and size relative to the environment. b) Image carrier function An image is anything that is realized visually as an outpouring of feelings or thoughts in two-dimensional form." Graphic visual media is the same as other media. Graphic mass media to direct messages from the source to the recipient of the message.

Writing is lowering or doing graphic symbols that develop a language understood by someone, so that other people can read these graphic symbols if they understand the language and graphic symbols (Tarigan, 2008: 22).

Writing is a reference part of a unity of language expression. According to Pranoto (2005: 120) writing means putting a thought in writing or telling something to someone else through writing. Based on the above research, it can be concluded that writing is a process of pouring thoughts into written symbols about something.

The word exposition taken from the English word exposition actually comes from a Latin word which means "to open or start". An exposition essay is a discourse that aims to tell, explore, describe or explain something. Based on this understanding, it can be seen that an expository essay is a type of essay or writing that informs something to the reader by describing and explaining it more clearly. Expository essay is a form of discourse that seeks to describe an object so as to broaden the reader's view or knowledge. The object described in an expository essay is something that can benefit the reader so that if it is conveyed to the reader, it will increase the knowledge, views and insights of the reader. The object described in an expository essay is about technology, economy, culture, agriculture and others. The object is explained by the author by describing and describing it in full so that the reader can understand it. described and presented in full so that readers can understand the object more clearly (Rosmaya 2018: 3).

According to the Big Indonesian Dictionary (KBBI), the definition of application is the act of applying, while according to some experts application is an act of practicing a theory, method, and other things to achieve certain goals and for a desired interest by a group or group that has been planned and arranged in advance.

According to Usman (2002), implementation boils down to activity, action, action, or the mechanism of a system. Implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. According to Setiawan (2004) is the expansion of activities that adjust the interaction process between goals and actions to achieve them and require an effective network of implementers, bureaucracy.

Based on these understandings, it can be concluded that the word implementation boils down to activity, action, action, or the mechanism of a system. The expression mechanism means that implementation is not just an activity, but an activity that is threatened and carried out seriously based on certain norm references to achieve activity goals.

In learning activities, it is important for an educator to understand things related to the success of learning itself. One of them is the use of media which is generally used as a tool to make it easier for educators to convey teaching material. In the science of communication "media is usually interpreted as a channel, means of connecting and communication tools".

The small group work method is a learning method that is formed by dividing students into small groups consisting of several students. Yamin (in Akbar 2019: 94) explains that the small group work method is a modification of the discussion carried out by all class members (whole-class discussion) and complements the discussion, for the success of small group work depends on the focus of learning, preparation of students and teacher assistants. This method is very useful for providing experience to students, because the involvement of students in exchanging information, exchanging opinions, and observations can help students to improve their understanding of the material. Another benefit is that students will find it easier to solve problems, and will encourage students to communicate effectively in discussions.

Small group discussion is a form of group communication in which a small number of people come together to discuss a particular topic. The aim is to facilitate the exchange of ideas, a deeper understanding of the issues discussed, and collective decision-making. Small group discussions are usually more interactive than multi-person talks, so every member of the group has the opportunity to contribute and actively participate. Here are some key characteristics of small group discussions:

1. Limited Size: Small group discussions involve a small number of participants, usually between 3 and 12 people. The relatively small number of members makes it easier to manage communication and active participation.
2. Clear Objectives: Small group discussions have clear objectives and predetermined topics. Participants come together to discuss a specific topic or achieve a specific goal, such as solving a problem, planning a project, or making a decision.
3. Active Interaction: Small group discussions prioritize active interaction between members. All participants are expected to contribute, express their views, and listen to the views of others.
4. Facilitator: Often, there is a facilitator or moderator who is responsible for guiding the discussion, keeping the discussion focused on the topic, managing time, and ensuring that all members have a chance to speak.
5. Decision Making: In some cases, small group discussions can be used as a tool for collective decision-making. Group members come to an agreement or make a decision based on the results of the discussion.
6. Task Sharing: In the context of a specific project or task, small group discussions can be used to divide tasks and plan next steps.

7. Flexibility: Small group discussions can take place in a variety of formats, including face-to-face meetings, telephone conferences, or online communication platforms, depending on the needs and preferences of group members.

Small group discussions are often used in various contexts, including education, business, social organizations, and many other fields, to facilitate effective communication, collaboration, and better decision-making.

Expository text has two elements, namely ideas and facts. Explanation of these two elements, exposition text has ideas, such as assessments, comments and suggestions from the author regarding the topic to be discussed. The pattern of developing exposition text is divided into 4 types, namely:

1. General-specific pattern. The main idea of the text is placed at the beginning of the paragraph which is then followed by explanatory ideas. This pattern is known as a deductive paragraph deductive paragraph. The explanatory ideas are details of the general idea stated earlier.
2. Generalized special pattern. Specific points are followed by a general description. The last part of this part of the text serves as a conclusion or summary of the opinions expressed earlier.
3. Illustration pattern. An idea that is too general needs concrete illustrations. These illustrations serve to prove a point. In this case, personal experiences are the most effective illustration material in convincing the truth of an idea.
4. Comparison pattern. To convince an opinion, you can do a comparison. Things, circumstances, or others are determined to be different or similar based on certain aspects. In this way, the reader's belief in the idea will be stronger.

An exposition text has a certain structure and linguistic rules. Understanding the structure and rules is very important so that we can distinguish exposition text from other types of text. Expository text is divided into several types, namely:

1. Thesis, which is a fragment of the issue, problem, or the author's general view of the topic to be discussed.
2. A series of arguments, in the form of a number of opinions or arguments of the author as an explanation of the thesis stated earlier. In this section, there are also a number of facts that strengthen the author's arguments.
3. Reaffirmation, as a concise reformulation. This section is often called the conclusion or conclusion.

Expository Text Language Rules have aspects:

1. Uses technical words or terminology related to the topic discussed.
2. Uses words that show argumentation relationships. For example, if, because, because, thus, consequently, therefore. In addition, words that express chronological relationships or words that express comparison/contrast can also be used, such as before that, then, in the end, on the contrary, in contrast, however.
3. Use mental verbs, such as expected, concerned, estimated, marveled, surmised, opined, assumed, and concluded.
4. Uses show words, such as based on data, referring to opinions.....
5. Uses persuasive words, such as should, should, expected, necessary, must. In addition, exposition texts more often use denotive words, which are words that have their true meaning or words that have not undergone changes or additions to meaning.

The Small Group Discussion (SGD) learning method is a learning approach that prioritizes active interaction between a small group of participants (usually 3 to 12 people) to achieve specific learning objectives. Here are some of the main characteristics of the Small Group Discussion learning method:

1. Active Participation: Participants are invited to actively participate in the discussion. They are expected to share their thoughts, ideas and views on the topic being discussed.
2. Collaborative: SGD encourages cooperation and collaboration between participants. They work together to achieve a deeper understanding of the learning material and seek solutions to problems together.
3. Structure Guidance: SGD often has a pre-defined structure or agenda to direct the conversation. This can include discussion of specific topics, time limits, and specific roles for participants (e.g., facilitator, time keeper, note taker).
4. Social Skills Development: In addition to material learning, SGD also helps in the development of social skills such as speaking, good listening, negotiation, and problem-solving.
5. Communication Skills: Participants are encouraged to communicate clearly and effectively. They should be able to convey their ideas well and answer questions and responses from other participants.
6. Respect for Diversity: SGD can involve participants with different backgrounds, experiences, and views. This enables learning from diverse perspectives and understandings.
7. Critical Development: Participants are invited to think critically about the topics discussed. They may be asked to evaluate arguments, construct reasoning, or consider the implications of shared ideas.
8. Problem Solving: SGD is often used to solve problems or address complex challenges. Participants work together to identify problems, formulate solutions, and reach agreement.
9. Learning Resources: In addition to the interaction between participants, SGD can also integrate additional learning resources such as readings, videos, or other teaching materials that can be used as a basis for discussion.
10. Feedback: The use of constructive feedback is essential in SGD. Participants should receive feedback on their contributions and utilize it to improve participation and understanding.
11. Time Management: As SGDs often have time constraints, effective time management is necessary to complete the discussion as planned.

12. **Evaluation of Results:** After the discussion is completed, an evaluation of the results can be conducted. This involves reflecting on what has been learned and how the learning process can be improved in the future.

13. **Facilitator:** Successful SGDs often require a skilled facilitator. The facilitator is responsible for guiding and maintaining the flow of the discussion, ensuring all participants are engaged, and achieving the learning objectives.

The Small Group Discussion learning method is one effective way to explore deeper understanding, develop social skills, and promote critical thinking. In formal learning settings, this method can help students actively engage in the learning process.

Small Group Discussion (SGD) has several advantages that make it an effective and useful learning method in various contexts. Here are some of the main advantages of SGD:

1. **Promotion of Participant Activity:** In SGD, participants are invited to actively participate in the discussion. They talk, listen, and interact with fellow participants, which can increase their engagement in learning.
2. **Deeper Understanding:** By discussing and sharing views with fellow participants, participants tend to develop a deeper understanding of the learning material. They can ask questions, discuss concepts and explain their ideas, all of which contribute to better understanding.
3. **Social Skills Development:** SGD helps participants develop a range of social skills, including the ability to communicate well, speak in public, listen well, and work in teams. These are skills that are essential in everyday life and in the world of work.
3. **Improved Problem Solving:** SGD is often used to solve problems or address complex challenges. In this context, participants can collaborate to identify problems, formulate solutions, and reach agreements, which enhances their ability in problem-solving.
4. **Critical Thinking:** Discussions in small groups often encourage critical thinking. Participants can test their ideas, evaluate arguments, and reason better through a healthy debating process.
5. **Providing Immediate Feedback:** Participants can give feedback to each other directly in real time. This allows them to understand other perspectives and refine their understanding actively.
6. **Diversity of Perspectives:** SGD often involves participants with various backgrounds, experiences, and views. This can result in diverse perspectives that enrich the discussion and allow participants to see the topic from multiple points of view.
7. **Efficient Use of Time:** In small groups, time tends to be more efficiently used than in larger settings. Discussions can be more focused and move straight to the heart of the topic.
8. **Integration of Additional Learning Resources:** SGD can easily integrate additional learning resources, such as readings, videos, or case studies, that can support understanding and problem-solving.
9. **Student-Focused Learning Setting:** SGD allows for a participant-focused learning setting, with participants taking an active role in their own learning process.
10. **Improved Retention of Information:** Active engagement in discussions often improves information retention as participants are actively involved in the learning process.

It is important to remember that the success of SGD depends on good design, effective facilitation, and active involvement of all participants. In the right way, this method can produce excellent learning outcomes.

While Small Group Discussion (SGD) has many advantages, it also has some disadvantages to consider:

1. **Participant Domination:** In some SGDs, more dominant or vocal participants may dominate the discussion, while others may find it difficult to speak up. This can inhibit even participation and contribute to discomfort or feelings of disrespect for some participants.
2. **Limitations on the Number of Perspectives:** While SGD can allow for diverse perspectives, the limited number of participants means that not all viewpoints or experiences may be represented in the discussion. This can be an obstacle in situations where a variety of views is essential.
3. **Time Constraints:** Sometimes, the limited time in an SGD session can be a constraint. Discussions may not be completed or can be too short to explore the topic in sufficient depth.
4. **Participant Selection:** Selecting appropriate participants for SGD can be a challenge. If not carefully selected, diversity of perspectives and active engagement may not be achieved.
5. **Possible Conflicts:** Discussions in small groups can bring up significant conflicts or differences of opinion. This requires the ability of the facilitator to manage conflicts tactfully.

Small Group Discussions (SGDs) can have a variety of significant impacts depending on how the method is implemented and used in different contexts. Some common impacts associated with SGD include:

1. **Increased Understanding:** One of the main impacts of SGD is that it increases participants' understanding of the topic being discussed. The active interaction between participants allows them to explain, clarify, and discuss concepts that may be difficult to grasp in other learning settings.
2. **Social Skills Development:** SGD helps in the development of social skills such as communicating well, listening well, working in teams, and participating in group discussions. These are skills that are very useful in everyday life and in the world of work.
3. **Critical Thinking:** Through SGD, participants are exposed to diverse views and ideas. This can stimulate critical thinking as they evaluate arguments, construct reasoning, and try to reach a common understanding.

4. Improved Information Retention: Active engagement in the learning process through SGD can help participants to better remember and understand learning materials. Discussion and exchange of ideas allow participants to relate information to their own experiences.
5. Collaboration and Teamwork: SGD teaches participants about effective collaboration and the ability to work in teams. They can learn how to support each other in achieving a common goal.

The main factor in the formation of quality education is an educator. Educators will not be separated from learning activities, in this learning activity that can test the credibility of an educator. A good educator is an educator who can be a guide, facilitator, and motivation for his students. For that, being an educator must carefully conceptualize an interesting learning activity, so that it can increase the willingness of students.

The utilization of study groups is one of the strategies in learning activities to make it more interesting. So that this study group can be used as a learning media, especially in learning exposition text. In addition, this media can hone student cohesiveness in learning activities. Based on this, research on learning to write expository texts by making a plan of thinking first. The making of this framework aims to facilitate researchers in conducting research. Therefore, the following researchers made a framework designed to provide clarity on the flow of research on efforts to increase motivation and learning outcomes of class X students developing opinions in expository texts through the application of the small group discussion method at SMA Negeri 1 Padang Tualang.

Hypothesis according to Prof. Dr. Sugiyono (2013: 96) suggests that the hypothesis is a temporary answer to the research we are doing, but it must be tested with data or facts in the field.

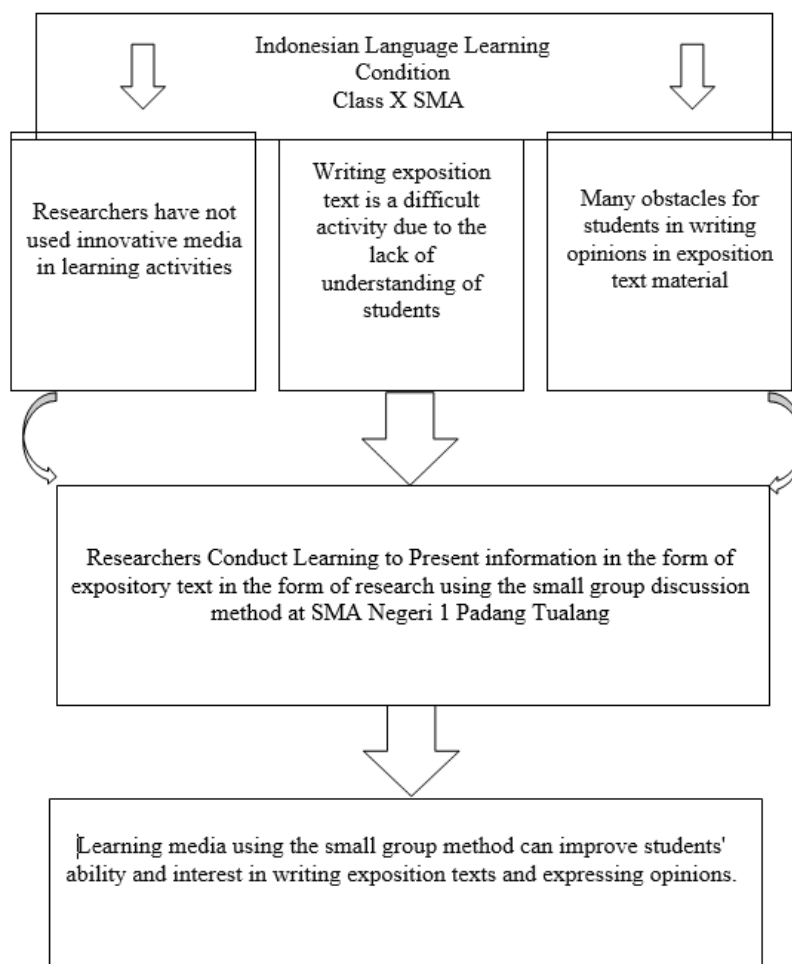


Fig 1. Framework Research

II. METHODS

Because the selection of an appropriate research design greatly affects the success of the research itself, the research design used must be appropriate to the problem being addressed in the research.

Classroom Action Research is the research design used in this study. The research design used in this research is Classroom Action Research (PTK). According to Suharsimi Arikunto (2010), Classroom Action Research is a research activity

conducted on a number of target objects, namely students, with the aim of improving the learning situation in the classroom in order to improve the quality of learning.

Wijaya Kusumah and Dedi Dwitagama (2011: 9) state that classroom action research is research (action research) conducted by teachers in the classroom and has a series of "action research-action research-action research-action research ...", which is conducted in a series to solve problems.

This classroom action research is in the form of collaboration, namely establishing partnerships and cooperating with teachers to obtain information about learning. In this way, learning problems in the classroom can be solved together so that the quality of learning can be improved. According to Nursalam (2003: 81), research design is a strategy to achieve predetermined research objectives and acts as a guide or research prosecutor throughout the research process.

The research site itself was conducted at SMA Negeri 1 Padang Tualang. The choice of location was made with consideration, had received permission from the principal concerned, similar research had never been conducted in the school, and was close to the author's residence.

Population is a generalization area consisting of objects / subjects that have a certain level of quality and characteristics that have been determined by researchers to study to study and then draw conclusions (Sugiyono, 2015: 117). According to Arikunto (2010: 173) population is the entire research subject, if someone wants to examine all the elements in the research area, then his research is a population. Researchers took the population of class X SMA Negeri 1 Padang Tualang, because it adjusted to the learning material that the researchers taught.

Based on the table above, the population for this study were XSMA Negeri 1 Padang Tualang students totaling 8 classes with 288 students. According to Arikunto (2010: 174) the sample is part or representative of the population studied, called sample research if we intend to generalize the results of sample research.

The sampling technique used by researchers is purposive sampling, selecting sample members based on certain considerations and objectives. Sampling was carried out according to the ability of the class conducted by the class teacher, which became the sample in this study were experimental class students (X 1 and X 2).

The meaning of variables in general is everything that will be the object of experience in research. There are also those who consider variable symptoms that vary (Kerlinger & Lee, 2000). It is important to note that research variables are factors that play a role in the events or symptoms to be studied. In this study, researchers discussed efforts to increase student motivation and learning outcomes by using the small group discussion method in learning exposition text.

Indicators in a study are specific properties that serve to explain variables so that they can be observed or measured. The indicator in this study is the test score for the ability to write expository text.

The data collection techniques needed in this study are very dependent on the problems to be studied. Data collection is something that really determines the success of the research. Success in collecting data will greatly affect whether the research is accurate or not. This study uses data collection techniques on students' ability to write news. This data collection is referred to in writing expository texts.

III. RESULTS AND DISCUSSION

The obstacles when conducting research at SMA Negeri 1 Padang Tualang school are as follows: 1). Students still feel constrained and do not understand the exposition text material; 2). Students do their own activities; 3). Students lack confidence and complain a lot that they can't; 4). Lack of enthusiasm when writing exposition text examples.

The way to overcome these obstacles is to advise students with words or words that have positive connotations and control their emotions so that students' views remain focused on their one goal, and this learning research can also be carried out well. This research is an experimental study using a color picture media research design which means that the data collection is carried out twice, namely the pre-test and post-test. In this section, it will be described in detail about the results and research on efforts to increase the learning motivation of class X students in writing expository texts through the small group discussion method using colored picture media at SMA Negeri 1 Tualang in the 2023-2024 Learning Year.

After data collection is carried out, the next step is to analyze the collected data, namely pretest data in learning without using learning media. Then the posttest data is after students are given learning using the media. The number of samples taken taken as many as 70 students. Efforts to increase the learning motivation of grade X students in writing exposition text through the small group discussion method using colored picture media at SMA Negeri 1 Padang Tualang in the 2023-2024 Learning Year are as follows: Before using the colored picture media, many students did not understand the topic, outline, collect the outline and develop the outline. The average score of students before using colored picture media was 70.84 with the highest score achieved was 79. Before using color picture media, many students did not understand the topic, outline, collect skeletons and develop skeletons. The average score of students before using color picture media was 66.75 with the highest score achieved was 77.

The effect of using colored picture learning media in learning exposition text by class X students of SMAN 1 Padang Tualang, after using colored picture learning media is as follows: After using the colored picture media, many students understand the structure of the exposition text. Such as, topic, constructing the frame, collecting materials, developing the frame. The average score of students when after using colored picture media is 94.54 with the highest score is 98. After using the

colored picture media, many students understand the structure of the exposition text. Such as, topic, constructing the frame, collecting materials, developing the frame. The average student score after using color picture media is 92.58 with the highest score is 97.

After using learning media in the form of colored pictures they are more active and very enthusiastic about writing exposition texts in class, I describe it as follows:

1. Students are eager to write exposition text well and correctly.
2. Students are more confident.
3. Students understand writing exposition text well.
4. Students are more active in class.
5. Curiosity arises.
6. They are very happy with writing exposition texts with the media that I display.
7. Their grades also became better than before using the colored picture learning media.

The data presented below is data obtained from the pre-test and post-test results given to students to determine students' initial abilities. From the data, obtained $\sum fx_2$ is 362.612 and next will be sought for the average standard value.

Based on the data obtained from the results of the study with the number of respondents, namely 68 students. There is the highest score with a value of 79 and the lowest is 50 with a value of 1,312 standard deviation (SD) which is 64.55 scores before using color picture learning media.

Tabel 1. Identification of Trends Before Using Learning Media

| Interval | F.Absolute | F. Relative | Category |
|----------|------------|-------------|-----------|
| 80-100 | - | - | Very Good |
| 70-79 | - | 39% | Good |
| 60-69 | - | 50% | Enough |
| <60 | - | 11% | Less |
| | | 100% | |

From the table above, it can be seen that the average value of the ability to write expository text in the learning media of colored pictures in class X students of SMA Negeri 1 Padang Tualang before using bewarna picture learning media can be concluded that those in the very good category do not exist, the good category is 39%, the sufficient category is 50%, the category is less as much as 11%.

The data presented below is data obtained from the pre-test and post-test results given to students to determine students' initial abilities. From the data obtained, $\sum fx_2$ is obtained: 645.391 and then the standard average value will be sought. Based on the data obtained from the results of the study with the number of respondents, namely 68 students. There is the highest score with a value of 98 and the lowest is 88 with a value of 1,274 standard deviation (SD) which is 93.38 scores after using color picture learning media.

Tabel 2. Identification of Trends Before Using Learning Media Colored Picture

| Interval | F.Absolute | F. Relative | Category |
|----------|------------|-------------|-----------|
| 80-100 | - | 100% | Very Good |
| 70-79 | - | - | Good |
| 60-69 | - | - | Enough |
| <60 | - | - | Less |
| | | 100% | |

From the table above, it can be seen that the average value of the ability to write expository text in the learning media of colored pictures in class X students of SMA Negeri 1 Padang Tualang after using the learning media of colored pictures can be concluded that those in the very good category are 100%, the good category does not exist, the sufficient category does not exist, the less category does not exist.

IV. CONCLUSIONS

Based on the research conducted, it can be concluded from the discussion carried out, the ability to write expository texts in class X students of SMA Negeri 1 Padang Tualang in the 2023-2024 learning year before using bewarna picture learning media can be concluded that those in the very good category do not exist, the good category is 39%, the sufficient category is 50%, the category is less as much as 11%. The ability to write exposition text in class X students of SMA Negeri 1 Padang Tualang in the 2023-2023 learning year after using color image learning media can be concluded that those in the excellent category are 100%, good category does not exist, sufficient category does not exist, less category does not exist. Colored image learning media has a positive effect on the ability to write expository texts in class X students of SMA Negeri 1 Padang Tualang for the 2023-2024 learning year, it can be proven by the existence of a significant difference between the ability to write official letters taught in learning media in the form of colored pictures getting good grades.

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